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| **Part 1: Selecting and Setting Up a Mathematical Task** | |
| **Learning Goal/Standard**  *What understandings will students take away from this lesson?* | **Evidence**  *What will students say, do, produce, and so forth that will provide evidence of their understandings?* |
| **Task/Activity**  What is the main activity that students will be working on in this lesson? | **Instructional Support―Tools, Resources**  What tools or resources will students have to use in their work that will give them entry to, and help them reason through, the activity? |
| **Task Enactment**  What are the various ways that students might complete the activity? | **Instructional Support―Teacher**  What questions might you ask students that will support their exploration of the activity and provide a bridge between what they did and what they are expected to learn? |
| **Part 2: Supporting Students’ Exploration of the Task** | |
| What questions will you ask to help a pair or group get started? How will you focus students’ thinking on the key mathematical ideas?    To be clear on what students actually did, begin by asking a set of assessing questions such as: What did you do? How did you get that? What does this mean? Once you have a clearer sense of what the student understands, move on to questions specific to the task/activity.  How will you ensure that students remain engaged in the task?  How will you assist a student/pair/group who become frustrated?  What will you ask “early finishers” to do? | |
| **Part 3: Sharing and Discussing the Task** | |
| **Selecting and Sequencing**  Which solutions do you want to have shared during the lesson:  In what order? Why? | **Connecting Responses**  What specific questions will you ask so that students make sense of the mathematical ideas they are expected to learn and make connections among the different strategies or solutions presented? |